DOCUMENT RESUME

ED 204 323 SP 018 594

TITLE Report to the Utah State Board of Education on the Teacher Education Programs at Weber State College.
INSTITUTION Utah State Board of Education, Salt Lake City.
PUB DATE Nov 80
NOTE 61p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Accreditation (Institutions); *Curriculum Evaluation; Early Childhood Education; Elementary Secondary Education; Higher Education; Needs Assessment; Program Administration; *Program Content; *Program Evaluation; *Program Validation; Teacher Education
IDENTIFIERS *Weber State College UT

ABSTRACT

The validation report of the on-site visitation team to Weber State College (Ogden, Utah) is reproduced in its entirety. The procedures used by team members to validate and interpret the institutional self-study report were individual interviews with faculty members and students, group interviews, a study of selected documents, and observation of selected learning activities such as classes, tutorials, and interaction seminars. The interviews and observations were used to get a wide variety of facts, attitudes, and judgments about the teacher education program. This report presents commendations and recommendations for the organization and administration of the program, early childhood and elementary education programs, and the secondary education program's professional component. (JD)

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ED2043323

REPORT TO THE UTAH STATE BOARD OF EDUCATION ON THE TEACHER EDUCATION PROGRAMS AT WEBER STATE COLLEGE

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah
November, 1980

U.S. DEPARTMENT OF EDUCATION
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FOREWORD

The Utah State Board of Education has the responsibility to evaluate on a program-approval basis all teacher education programs in the state. The process of program approval includes a visit to each State institution at least once every five years.

In applying the approved-program approach to teacher education, staff members of the Utah State Office of Education work with the various Utah colleges and universities in the development and modification of preparation programs for teachers and other professional personnel. Once a program has been approved by the State Board of Education, individuals who complete that program are certificated by the State without the necessity for detailed transcript analysis and evaluation.

During the approval visit, each teacher education program leading to certification is evaluated according to the Standards for State Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) which have been adopted by the Utah State Board of Education as the official Utah standards.

Processes leading to the improvement of programs in the institutions in Utah include institutional self evaluation as well as the visiting team evaluation. On November 17-19, 1980, a group of professional personnel directed by and under the leadership of the Utah State Office of Education visited the campus of Weber State College. The results of that evaluation are reported in this document.

Gratitude is expressed to the members of the visiting team who are listed in the report and especially to the faculty and staff at Weber State College for their many hours of hard work in preparing for the visit.

Walter D. Talbot, State Superintendent
of Public Instruction

STATE APPROVAL ON-SITE VISITATION TEAM
Weber State College
November 17-19, 1980

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Ferrin Van Wagoner Utah State Office of Education	Organization and Administration of Teacher Education
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LETTER OF TRANSMITTAL

TO: Walter D. Talbot
State Superintendent of Public Instruction

FROM: LeRoy R. Lindeman, Administrator
Division of Curriculum and Instruction

SUBJECT: Report of the Evaluation of Teacher Education Programs at Weber State College

DATE: November 28, 1980

Attached is a report of the evaluation of the teacher education programs at Weber State College. The on-site team visited the campus on November 17-19, 1980. The team was chaired by Dr. Ivan Dahl of the University of North Dakota and included representatives of higher education institutions, public and private schools, and the State Office of Education.

In accordance with the evaluation, the following programs are recommended to the State Board of Education for approval upon the condition that suggested changes and improvements be implemented or responded to within a reasonable period of time.

Early Childhood Education
Elementary Education
Secondary Education
- Art - Major, Minor
- Business - Composite Major, Minor
- Coaching - Minor
- Communications - Composite Major, Major, Minor
- Drama (Theater Arts) - Composite Major, Minor
- English - Composite Major, Major, Minor
- Health - Minor
- Instructional Media - Minor
- Languages
  - French - Major, Minor
  - German - Major, Minor
  - Spanish - Major, Minor
- Mathematics - Major, Minor

Mathematics/Computer Science/Statistics - Composite Major
Music - Composite Major, Major, Minor
Photography - Minor
Physical Education - Major, Minor
Reading - Minor
Science
- Biology - Composite Major
- Botany - Major, Minor
- Chemistry - Major, Minor
- Earth Science - Composite Major
- Physical Science - Composite Major
- Physics - Major, Minor
- Zoology - Major, Minor

Social Studies
- Economics - Minor
- Geography - Major, Minor
- History - Major, Minor
- Political Science - Major, Minor
- Psychology - Major, Minor
- Social Science/Behavioral Science - Composite Major
- Sociology - Major, Minor

Speech - Composite Major, Major, Minor

The following program is recommended for tentative approval for a period of one year on the condition that suggested changes for improvements noted in the recommendations listed in the report are implemented and/or responded to by November 30, 1981.

Special Education/Resource Teacher

x

GENERAL

The on-site visitation team was on the campus of Weber State College from Monday afternoon, November 17, until the afternoon of Wednesday, November 19, 1980.

The procedures used by visitation team members to validate and interpret the institutional self-study report were individual interviews with faculty members and students, group interviews, the study of selected documents, and observation of selected learning activities such as classes, tutorials, and interaction seminars. The interviews and observations were used to get at a wide variety of facts, attitudes and judgments about the teacher education program at Weber State College.

The team examined the data presented in the Weber State College self-study report and found it to be essentially accurate to the best of the team membership's collective knowledge.

The following commendations and recommendations are submitted by the visitation team representing the knowledge and professional judgments of the team membership. Reports in specific programs appear later in this report.

COMMENDATIONS

1. The faculty and administration of the School of Education have a strong commitment to the personal and professional development of students and to provide them with quality educational and learning experiences.

2. The faculty are well prepared, resourceful, and have adequate professional experience to do well the professional tasks which need to be done to educate effective and well-prepared teachers for the children attending Utah schools.

3. The program appears to be successful in effectively selecting and retaining qualified students in its various teacher education programs, eliminating those who should not go into teaching, and graduating students with talent and promise for teaching.

4. The teacher education programs, designed as they are for individual

student learning, have a unique potential both for student growth and curricular change and development. The program is well designed to respond quickly to special student needs or curricular change as they become evident and necessary.

5. The evaluation during the early years of the program plus the subsequent proposal to NTE and the Far West Lab attest to both the sincerity and attention Weber State College faculty and administration have for a quality teacher education program.

6. One of the strongest elements of the baccalaureate program is the excellent pre-student teaching professional field experiences available for students. Since this is an invaluable way for students to integrate theory with practice and understand the meaning and application of verbal concepts and ideas, professional field experiences are an extremely valuable part of the teacher preparation program.

7. The current development of a middle school/junior high school certification program at Weber State College is a program with considerable professional potential. The education of young adolescents, so long ignored or underemphasized in teacher education, is of major importance to those young persons who are in a critically important developmental period of life.

8. A strong, cooperative working relationship exists between the faculty and administrations of the Weber State School of Education and the Utah State Office of Education.

9. A strong, positive working relationship exists between the faculty and administration of the School of Education and area schools.

10. A very positive and cooperative relationship exists between the School of Education and the other academic departments on the Weber State College campus.

11. Several recommendations made to Weber State College by the 1976 visitation team have been implemented. Some are yet to be implemented.

12. A significant effort is made to acquaint students with State Courses of Study and Resource Files. Some of the academic departments, however, have not become acquainted with these materials. The latter should be a responsibility of the coordinating effort of the secondary education faculty.

RECOMMENDATIONS

1. Students do not appear to have a significant role in the governance or development of teacher education programs in the School of Education. Although there is evidence of considerable informal student feedback, which is highly desirable and solicited by the faculty, a formal and systematic procedure which assures student input on a wide range of School of Education committees would be more effective.

2. A systematic procedure for student evaluation of faculty should be developed. While it is recognized that students are involved in faculty tenure and promotion committees, a program of regular student evaluation of faculty as a component of faculty development would be highly desirable and should be instituted.

3. An effective program of student evaluation as students progress through the program and of their teaching effectiveness and professional competence subsequent to graduation would provide valuable information both for the student and also for the teacher preparation program in the advisement of students and curriculum development.

4. The individualized program of teacher education through the WILKITS appears to be a very efficient way to teach some important basic knowledge and concepts but there is an imperative need for more student-student and student-faculty interaction. This interaction preferably within a small group, among students who have completed a particular WILKIT or sequence of WILKITS, could extend student learning beyond the knowledge or concepts gained from the individual study with the WILKIT and (a) extend some specific areas of knowledge, (b) explore ideas for implementation of knowledge or concept gained through the WILKIT, (c) develop through interaction an expanded awareness of potentialities as possibilities beyond those which students may be individually aware or can generate on their own because of limited experience and/or knowledge, (d) clarify issues for further student reflection and study, and (e) provide an opportunity to test ideas and confirm values through the interaction of debate. The visitation team believes that the addition of seminars to accomplish these purposes would significantly strengthen the program and enhance student learning.

5. Though not required by the NASDTEC Standards, the Secondary Education program would be well advised to articulate the objectives, appropriate educational experiences to accomplish these objectives, and coordinate responsibility of Secondary

Education with cooperating academic disciplines on campus in much the same way as Elementary Education or Early Childhood Education did for this self-study report.

6. While the Teacher Education Program has enormous potential for student initiated seminars and small group or tutorial interaction with faculty, many students are unaware, or at best only vaguely aware, that such options exist and seem unsure about the process of initiating such options. Students need to (a) know the program and faculty can respond to their interests and needs and (b) be informed about the process necessary to initiate and implement any student initiated learning activities.

7. The Teacher Education Program should develop a WILKIT, or series of WILKITS, combined with seminars which provide students an opportunity to encounter ideas, problems and social trends or issues which confront classroom teachers of today and tomorrow such as sexism, racism, values education, drug and alcohol education, new models of curriculum, etc.

8. Many of the WILKITS are outdated and need to be updated and redesigned to incorporate new knowledge. Time must somehow be allocated to faculty in order to accomplish this important task. WILKITS should also be carefully edited to eliminate sex bias language, and errors in spelling, grammar, and punctuation.

9. Concepts which should be integrated within all WILKITS and seminars are needs of special students with handicapping conditions, multicultural education, sex bias, special needs of gifted students, etc.

10. Greater emphasis should be placed on child and adolescent growth and development in the Teacher Education Program.

11. Recognizing the heavy demands placed on administrators and the extent of work which seems always to confront those who work with the development and renewal of an individualized Teacher Education Program, the on-site visitation team strongly recommends that the Dean have an administrative assistant or Assistant Dean appointed to provide help in the accomplishment of his extensive work demands.

12. The Learning Disabilities Program does not adequately educate prospective resource teachers with sufficient background of knowledge and experience for the many areas in which teachers will be expected to work with handicapped children.

13. Serious study of the individualized teacher education program as provided by the WILKITS is required in order to assess the capacity of this method to (a) teach basic knowledge and concepts, (b) develop philosophic mindedness about education and teaching in the attitudes and values of prospective teachers, (c) develop critical thinking and thoughtful inquiry in graduates, (d) provide prospective teachers an opportunity for self-study including the clarification of personal and professional values, and (e) provide prospective teachers an opportunity to understand thoroughly the intellectual, social, emotional, and physical development of the children with whom they will work as professional educators. It is the judgment of the on-site team that the WILKIT program will be greatly enhanced by such a study along with the recommendations made in Item 4 above.

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

2.1 Purposes and Objectives

A statement of purposes and objectives does appear in the institution's catalog and is further expanded upon and clarified in the Student Handbook for Teacher Education as well as other bulletins made available to students periodically.

A statement of objectives has been developed by the faculty members of the Departments of Elementary and Secondary Education, but it is general in nature. The WILKIT System is particularly well adapted to the writing of objectives that will be related to the desired teaching behavior of the graduates.

2.2 Organization

Written policies clearly outlining salary schedules, rank, tenure, sabbatical leave, sick leave, retirement, etc., are specifically detailed in the Faculty Policy Manual. Included is a section dealing with administrative policies.

It is evident from available records that the budget is prepared in accordance with sound financial and educational practice. Computerized financial records are provided departmental heads on a monthly basis. Standard III is fully met.

2.3 Student Admission, Retention, Exit, and Follow-up Policies and Practices

The system of admission is well organized and is understood by students and staff.

Information on students applying for admission is obtained and maintained in a systematic fashion. A committee meets each quarter to act on information received.

Admissions standards and procedures are clear and understood by students and staff. Transfer students are generally able to effect a smooth transition.

The evaluation of student performance takes place basically as the WILKIT program is satisfactorily completed. The WILKIT program involves a minimum proficiency level and supervision throughout the completion of the program. Upon completion of the required course work for graduation and certification, students are recommended to the Utah State Office of Education for certification.

The evaluation of the quality of the preparation of the student is made throughout the program through the WILKIT activities, faculty observation, cooperating teachers, and peers. Perhaps additional study could be made to determine the reasons students leave the program before completion.

The follow-up of graduates is done in an informal manner. While there are some indicators of the success of the program, additional study, data gathering, and research would be helpful.

2.4 Student Personnel Services

All standards are met. It appears that the only way a student would not benefit from the services that are available is by choosing not to use them or by ignoring the fact that they are available.

2.5 Student Participation in Teacher Education Program Development and Evaluation

Standard I is met, and Standard II is met in part, but students who were interviewed seemed to feel that their input was not likely to have any influence in terms of bringing about changes in programs or procedures at the college. Recommendation four on page three suggests the establishment of a systematic procedure to assure student input.

2.6.1 Instruction

Students are given a wide variety of opportunities to learn through individual instruction, small and large group activities, and school experiences. The WILKITS allow students to progress at their own rate of speed with help from faculty members.

The Education Department is presently exploring teacher education follow-up studies with local district offices of research. The follow-up studies include cooperating teachers evaluations of student teachers, principal evaluations of Weber State teachers, and teacher evaluations of their undergraduate training. Present plans call for an initial

report to be given of the data obtained at the A.A.C.T.E. Convention in February 1981.

2.7 Facilities and Instructional Materials

The physical plant has been built and specifically designed to provide adequate facilities for a good teacher education program. The library provides adequate materials and resources supporting the teacher education program.

While money is always a problem and the ultimate is never reached in providing laboratories and supplies and equipment needed for instructional purposes, lack of facilities is not creating any real problems in conducting the teacher education program.

There is a good commitment to the use of educational media and technology.

A materials laboratory and center is available and properly supervised. Students have ready access to instructional materials and aides.

2.8 School-Institution Relationships

Excellent working arrangements have been established between the college and the public schools. All of the pre-student teaching laboratory experiences and most of the student teaching is done in the school districts in immediate proximity to the college--Ogden, Weber, Box Elder, Davis, and Morgan. The Weber State publication, A Guide to Student Teaching, 1980, sets forth clearly and explicitly the definitions and requirements relating to the working relationships between the institution and the school districts. In addition, a formal written agreement has been negotiated with each school district concerning student teachers and other student field experiences in the schools. General satisfaction with the college teacher preparation program is indicated by verbal and written statements by superintendents and other school district officials and teachers and is further evidenced by the high percentage of Weber State College education graduates employed by the districts mentioned above.

COMMENDATIONS

1. The programs for teacher education at Weber are well conceived. The general objectives for teacher education are excellent, clearly indicating the competencies to be acquired and throughout the system reflecting a wholesome philosophy that the program is for the welfare of each individual student.

2. The College has an excellent resource center for career selection and student placement. It seems to offer current and valuable services to students in a very practical and comprehensive manner.

3. The varied and extensive services available in counseling for students was equally commendable.

4. There appears to be a strong commitment to providing facilities and instructional materials needed to give support for a quality teacher education program. The staff is to be commended for providing leadership that leads to the selection of good learning resources and the administration also needs to be given recognition for providing funds to acquire the facilities needed.

RECOMMENDATIONS

1. It is recommended that a thorough review be made of the entire WILKIT program. Rapidly changing concepts in teacher instructional methods and the teacher's role in the classroom indicate that an overview of the total program may be beneficial at this time to be sure institutional purposes and objectives are in harmony with current practice in the field and that the WILKIT program is meeting the needs of prospective teachers for tomorrow's schools.

2. Acknowledging the reality of budgetary limitations, if it is feasible, more money should be made available for teacher inservice activities and travel outside the state to keep the staff aware of new practices and programs currently being conducted in other states.

3. With the multiple assignments given the Dean of the College of Education, it appears that consideration should be given to creating a new position such as the Director in charge of Elementary and Secondary Education or an Assistant Dean. This person should be in line authority between the Dean and the Departmental Heads. Authority should be vested in this person to make decisions which effect the coordination of the total program and operational aspects that effect the welfare of the complete program. This would insure careful attention being given to the needs of the teacher education program and quick action when decisions are needed.

4. It is recommended that the Education Department consider additional means for encouraging student input that might result in the improvement of programs in the School of Education.

For example, it appears that some WILKITS need revision and updating. Students made no pretense about the inadequacies of certain kits. They were equally vocal about the need for more frequent exchange and motivation from faculty members in a classroom setting. Recommendation four on page three provides some specific suggestions for accomplishing these needs.

5. A formal evaluation should be made of the performance of Weber State College teachers in the field, and subsequent work accomplished in accredited graduate and professional institutions.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

A. Early Childhood Education

From observations, contact with staff and students, and study of the self-study report, it appears that all standards are adequately met. One observation seems appropriate:

While first-hand sensory experience and play as vehicles of early learning are implied in the self-study report, they do not have the prominence they might have. The old cliche, "Play is a child's work," is still true; and concrete experiences in and outside the classroom should form the core for early learning. If these principles have been overlooked, it would be well for staff to re-evaluate the program with them in mind.

RECOMMENDATIONS

1. More attention should be given to the area of working with parents. Early childhood teachers in both public and private educational settings should have a philosophy, as well as skills, strategies and activities for involving parents in the educative processes for their child.

2. Since the State requires teachers to do some instruction in basic nutrition, prospective teachers would benefit from Child and Family Studies 101, Principles of Nutrition.

3. Education 200, Social Studies, should be a requirement in teacher preparation. This course will aid the prospective teacher in teaching and in gaining insight into how one enters into the processes of governance.

4. The scope and sequence of oral and written communication should be addressed more fully to prepare the teacher to pace the child's abilities and skills in communication.

5. An inservice program for Early Childhood teachers should be provided to support the beginning teacher out in the field and to provide valuable feedback in evaluating college curriculum.

6. During the coming year, an indepth study of the Early Childhood Certification program should be carried out. The evaluation should

allow for a review of the areas of emphasis, scope of information and the inclusion of new findings in both research and practice which might benefit the program.

7. Appropriate emphasis should be given to play and to first-hand sensory experiences as major learning vehicles in early childhood education.

B. Elementary Education

Students are required to take courses in child growth and development. Interviews with students disclosed that they had excellent verbal knowledge of the stages of growth and development and of the needs of children at various ages, and that they were quite well informed on the general principle of child growth and development. Health needs and self-concepts, which are part of Standard I, are also dealt with in courses and WILKITS.

Standard II is an extremely important part of teacher preparation. Real depth of understanding of the learning process and of human behavior was not observed, though it may be present if more in-depth observation were possible. Coverage of the sociological and the behavioral sciences, which emphasize the relation of children to their environment, is fairly comprehensive as judged by the topics covered in WILKITS 7, 8, 10, 12, 13, 22, and 111. These combined with interaction labs and seminars should provide a fairly thorough understanding of the learning process, principles of reinforcement, etc. It would be well, however, to examine the relationship between the interaction labs and the principles taught in the WILKITS to make sure that one enforces the other.

Item #4 of the self-study report reads: "Prior to student teaching, students participate in at least 70 hours of observation, tutoring, and teaching within public schools serving different cultural and ethnic communities." This practice is to be commended and should be reinforced wherever necessary.

Standard III relates to the teaching of the basic skills--spelling, handwriting, listening, reading, and so forth--with the exception of Communications 102-307. Reliance is placed exclusively on WILKITS for the accomplishment of these skills. If proper attention is given to interaction among students, if opportunities are provided in WILKIT activity for idea interchange between students and among students in larger group settings so that ideas can be freely exchanged and experiences shared, there should be no problem in the development of these teaching skills.

Students interviewed were enthusiastic about the children's literature program. They seemed to have a good grasp of the purpose of children's literature and ways in which it could be taught to students and appreciated by them.

Students interviewed were unsure for the most part about individualizing instruction in their own classrooms. They were concerned about large numbers of students--how to engineer the environment in such a way as to meet individual needs. Some students feel that they could transfer to their own classrooms the techniques used by WILKITS, that is, provide written instructions to students to proceed on their own at their own speed with materials selected by them. However, it needs to be said that this is only one of many methods of individualized instruction, one of the most important being the simple adjustment of teacher expectation to meet the capabilities of students as they make classwide assignments. A WILKIT in the area of individualized instruction has been completed and placed in the program. This will provide some strengths in making students more aware of the importance and feasibility of individualized instruction.

Examination of WILKIT 57 would indicate that the parent-teacher conference part of Standard X may not be as strong as it could be. The Standard calls for simulated parent-teacher conference or a demonstration of ability to conduct a parent-teacher conference in a class rather than in direct contact with parents. It would seem that opportunities could be made available to prospective teachers to at least sit in on a parent-teacher conference, if not participate directly with a parent.

COMMENDATION

The relationship between the elementary and secondary teacher education programs at Weber State College is excellent; as a matter of fact, there is no distinct line drawn between the two levels. The interrelationship of the School of Education with other schools and disciplines on campus is unusually good and should continue to be fostered. The effort of the staff to individualize the process of teacher education, thereby providing a means whereby students can take the time needed to acquire competency is laudible as is the effort to evaluate teacher proficiency so that excellence rather than mediocrity is at least theoretically expected.

RECOMMENDATIONS

1. Field experience placements should be varied. Some students will choose to have all field experience in one school.

2. The screening process should be examined so that students who will

not be successful in the elementary education program and subsequently in teaching are not admitted to the program. Reliance on paper-pencil tests and other devices long used by universities should be carefully scrutinized. In general, students should be given the opportunity to demonstrate in the regular program their ability to perform and meet the requirements of the courses provided at the university rather than be screened out before they have that opportunity. If the courses are sufficiently sophisticated and demanding, they themselves will provide the necessary screening.

3. Students who tend to recycle excessively within the WILKITS should be identified and counseled. Further examination of the learning style of the students should be made in order to determine whether or not the particular kind of experience expected by the WILKITS lends itself to the style of learning and the individual capability of the students. There could be students who simply are not able to acquire the learnings through the methods prescribed in the WILKITS. They may need another approach in order to succeed.

4. When students are assigned schools for field experience, a pre-visit should be scheduled at a convenient time for the teacher so that subsequent visits can be more profitable.

5. Field experience assignments should be made to a greater number of schools.

6. Teachers who would like to accommodate field experience students need to be identified.

7. More emphasis in the program needs to be placed on classroom management skills. As staff re-evaluates its approach to the teaching of classroom-management skills, it would be important to look at individualized instruction as one of those features of classroom management. Since quality education cannot be claimed short of individualized instruction, it should be a very prominent feature of all methods classes and of all exercises related to classroom management. Prospective teachers should be exposed to a wide variety of approaches to individualized instruction.

8. Students need to be helped to pace themselves through the WILKITS. Putting off the requirements to the end of the quarter reduces quality of learning and work.

9. A method should be found to reduce the sharing of responsibility and information among students when it adversely affects learning.

10. Students need to be able to perform at and teach higher level cognitive skills.

11. Students need to develop effective skills in working with parents and the community.

12. A formal evaluative system of the program by its graduates and others needs to be implemented.

13. Students should be made aware of hiring practices and interviewing techniques used by various school districts in Utah to better prepare Weber State graduates with job-seeking skills.

14. Continuing education mini-workshops and other methods of keeping graduates associated with the College should be encouraged.

15. While the offering and the quality of instruction in child growth and development seems very adequate, requirements should be examined so that most students would need to take the courses offered rather than take another route to understand these concepts.

16. It is understood that the faculty expects to re-examine the content of the modules within the WILKITS. As this is done, a wide variety of ways to accommodate learning style and other individual student learning needs should be carefully examined.

17. While cooperation with the other departments in the College is reportedly very good, there seems to be a need for more work to make programs such as science, math, sociology, and other specialized course work more relevant to the needs of elementary teachers. Therefore, the education faculty should continue to evaluate programs, to examine programs jointly with the other schools within the college in these areas and encourage the modification of course work or instruction where needed in order to make them as relevant as possible to elementary teachers.

18. Repeated student comments indicate that faculty are not as available to students for private consultation and teaching as the students would like. Therefore, faculty should look at their practices relative to availability and make certain that within the constraints of time and resources they are available to students--both physically and academically.

19. The faculty should examine the availability of materials in the media

center and elsewhere. Materials prescribed by the WILKITS are available but seemingly in sort supply. Students report there is great difficulty in getting some materials as they need them. This situation should be examined and corrected where necessary. Also, materials not required by the WILKITS, but of general use in elementary education, should be examined to make sure they are in adequate supply and made available to students.

20. There is great theoretical strength in a combination of individualized work on the part of students--independent study, student-teacher seminars, student teaching, and interaction labs. There seems to be some evidence, however, that the interlocking of these several features at Weber State College leaves something to be desired. Therefore, faculty should give careful study to the relationship, for instance, of the interaction labs with specific problems which student teachers face in the classroom--that the seminars take on specific significance in relation to student-teaching problems, that as student teachers face practical problems in the classroom the seminars or individual student-staff conferences become more directly focused on specific problems so that student teachers receive practical help as they face the first time the responsibility of developing good learning environments for children. The theoretical structure is already in place. The practical application and interrelationship of these several features of the program need further perfecting.

SECONDARY EDUCATION: PROFESSIONAL COMPONENT

3.3 Professional Education

Standard I is adequately met. (General aims and objectives of the program are lacking.)

Standard II is met minimally. Theories of human growth and development, especially recent theories of ethical, ego, social, etc., and cognitive development do not seem to be covered adequately.

Methods, materials, and media are excellent. There was no evidence of the use of research appropriate to teaching.

The ability to teach effectively (skills for efficient teaching) is well met. The opportunity for students to learn about ethical practices of teaching and the development of a well founded philosophy of education are inadequately provided for in the current program.

Standard II (D) is adequately covered in Education 499. It is recommended that historical aspects appear early and should be integrated throughout.

Standard II (F) is very well met. Continuous experiences that could lead to this purpose, e.g., observations, tutoring, peer teaching, micro-teaching, and student teaching, are sequenced throughout the program.

Standard III - Personal self-esteem and confidence - Excellent. Program and faculty support the individual student.

Open attitudes of evaluation practices which effect social groups - lacking - except in Education 300. Students do not see "the school" as a social/cultural group in society.

Knowledge, humaneness, and sensitivity to reduce conflict and tension - excellent themes throughout.

Constructive interaction among minorities - lacking - do not see conflict used constructively - avoidance of conflict. Only reference to sex differences occurred in Education 499 modules.

Standard IV - Excellent - Basic experiences well designed and sequenced. Wide range of experiences.

Standard V - Practice - excellent - theoretical base seems strongly behavioristic but in any case is not as strongly emphasized as practice.

Standard VI - Student Teaching - Admission to student teaching - excellent, check to see if students maintain G.P.A. and fulfill requirements.

Standard VI (B) - Excellent - options provided may not insure intensity of experience.

Standard VI (C) - Excellent - students may complete early or extend experience until objectives are met.

Standard VI (D and E) - Selection of schools and teachers conducted cooperatively with districts.

Standard VI (F) - moderately met - although effective arrangements seem to be made, there seems to be no study of arrangements or alternatives.

COMMENDATIONS

1. The Secondary Education Program is exceptional in providing essential and basic skills needed for teaching. The program is self-paced and because of its flexibility provides for individual student needs.

2. Students see the purposes of the Program aimed at developing and enhancing their individual teaching styles and feel strong support of the faculty.

3. Field experiences are diverse and sequenced to provide excellent practice for students. Faculty in the academic departments are supportive of the Program and willing to become more involved in supervision of student teachers.

RECOMMENDATIONS

Efforts should be made to upgrade the following:

1. General aims for the Program should be developed.

2. The area of adolescent growth and development should be greatly strengthened and enriched with contemporary developmental theories.

3. Analytical and research methods for students should be strengthened.

4. Synthesis of foundations, contemporary issues and skills in teaching need to be a part of on-going seminars.

5. Evaluation of program and faculty by students is lacking.

6. Conflict model for constructive reform lacking.

7. Handicapping conditions, ethnic minorities, and sexism should be incorporated in WILKITS.

8. Theoretical basis for practice needs to be strengthened.

ART, MUSIC

A. Art

Standards I, II, and III may be met in the classroom but teachers graduating from the College seem to lack the ability to teach these skills to their students in a practical way.

Standard IV - Again, these qualities may be dealt with in various art classes but there is little evidence that prospective teachers are able to transmit the ideas to students. This may be the result of a minimal preparation in art methods (see recommendations).

Little evidence that teachers have the kinds of competencies required in Standard V since there are seldom any secondary programs which allow for student differences or provide a sequence that is meaningful to student learning.

COMMENDATIONS

1. Prospective teachers seem well prepared with the skills of the artist.

2. Efforts to coordinate the structure of basic courses seem commendable. Thus students receive basically the same instructional program regardless of who may teach the course.

3. The professional background of the faculty members responsible for art in both the education and art departments seemed commendable. Their classroom experiences were rather current and their skills as educators seemed exceptional.

RECOMMENDATIONS

1. Effort should be made to develop a greater awareness of the goals and aspirations of both the art department and the education department. Neither seems to understand what the other is trying to accomplish in its teacher education efforts.

2. The statement of philosophy needs to relate more directly to the attitudes, knowledge, understanding, skills, and competencies needed by prospective teachers for success in the classroom.

Once they are spelled out, effort should be made to implement them.

3. A single methods course for either secondary or elementary teachers seems inadequate. Prospective teachers are no doubt well prepared in the "making" of art but there simply is not enough time to teach them all that they need to know in curriculum development, evaluation, individualizing instruction, art criticism and all the other kinds of things involved in the teaching process (as it relates specifically to art).

B. Music

Standard I - The music program is designed to help students acquire a broad knowledge of music.

Standard II - Activities provide students an opportunity to gain listening and visual experiences in music.

Standard III and IV - The curriculum includes courses for developing competencies that are necessary to become an excellent teacher. These courses include rehearsal techniques, theory, history, ear training, performance, and keyboard experiences.

Standard V - Students are given opportunities to observe and teach in the public schools.

Standard VI - The vocal/choral music program provides basic instruction in teaching public school music.

Standard VII - The instrumental program provides instruction in playing all musical instruments.

COMMENDATIONS

1. The music faculty are to be commended for developing standards in performance. These standards should improve the quality of musicianship in graduating seniors.

2. The music chairman is to be commended for developing and implementing a new organizational structure within the music department.

3. The administration is to be commended for hiring competent faculty members with public school experience.

4. It is evident that faculty members take a sincere interest in helping students develop the necessary skills for becoming music teachers.

5. The music department is to be congratulated for providing a wide variety of quality performing groups in which students can participate.

RECOMMENDATIONS

1. The present music facilities do not include adequate space for instruction. This is especially noticeable in the instrumental and choral rooms. The size of the rooms limits the number of students participating in band, orchestra, and chorus. The accoustics do not lend themselves to critical listening. Carpeting should be added to the choral room. Ventilation is not adequate in both rehearsal areas. Future plans should include a new facility for music. This should include rehearsal facilities for large and small ensembles, offices, teaching studios, and adequate storage.

2. Additional clerical and/or secretarial help should be provided for the music department. One secretary for ten faculty members is not adequate.

3. The faculty should be encouraged to gain additional training and/or do research in music education.

4. It is important that music students graduate with a strong appreciation for good music and the effect it has on their lives. This should be an integral part of the total music program.

5. All elementary classroom teachers should be required to take the elementary methods course for music.

6. Additional effort should be made to include private lessons as part of each faculty members load.

BUSINESS EDUCATION

The present program does not adequately prepare students to do survey activities.

OA 354, Simulation, and OA 289 and 489, Cooperative Work Experience, are designed to provide occupational experience. However, students are not presently required to have work experience prior to graduation.

The present courses do not adequately prepare students to deal with problems of disadvantaged and handicapped students. Some discussion is included in OA 360, Principles of Business Education, but the treatment is minor. In the past, Phi Beta Lambda has taken on the job of tutoring disadvantaged or handicapped individuals both at the college and the School for the Blind. Most students have gained only limited exposure through these two methods.

COMMENDATIONS

1. The business education faculty are well prepared academically and professionally and do an outstanding job of administering and teaching in the business teacher education program.

2. Excellent cooperation seems to exist between the personnel in the School of Education and faculty in the Department of Office Administration and Business Education. As a result, administrative details of the business education programs are handled very adequately.

3. The Department of Office Administration and Business Education is currently participating in attempts to have the School of Business and Economics accredited by the American Assembly of Collegiate Schools of Business. Efforts in this direction will strengthen greatly the business content dimensions of the programs of business education majors.

4. Outstanding cooperating teachers are available with whom business education majors are placed in the public schools for student teaching. Use of only the best cooperating teachers for student teaching is a commendable practice.

5. The WILKITS approach seems to work very satisfactorily in most

respects. This approach represents the culmination of great effort to create and administer an innovative approach to teacher education, and the faculty who participate in the program are to be commended for their efforts. They are also to be commended for continued efforts to revise and update the WILKITS as time and resources are available for those purposes.

6. Classroom facilities and equipment for business education needs appear to be extensive and generally adequate. The genuine desire of the business education faculty to keep facilities and equipment up to date is commendable--particularly in connection with information processing needs.

7. Business education students reflect great satisfaction with the quality of instruction they are receiving--both through the School of Business and Economics and through the School of Education.

RECOMMENDATIONS

1. Efforts should be continued to provide appropriate business content course work for business education majors. Some content deficiencies of the past will probably be eliminated because of attempts to satisfy the accreditation standards of the American Assembly of Collegiate Schools of Business. The AACSB common-body-of-knowledge standards should be met fully by all business education majors.

2. School of Education and Business Education personnel should continue to coordinate efforts to make the business education program function properly. In this respect, the courses in methods of teaching business subjects should continue to be taught by business education personnel; business education student teachers should continue to be supervised by business education personnel; and business education personnel should be involved in making the assignments of business teacher majors to public school cooperating teachers.

3. Business teacher majors should be required to have a minimum of 2,000 hours of documented related work experience or 400 hours of supervised work experience through Office Administration 289/489.

4. Office Administration 200, Concepts of Word Processing, should be a required course for business education majors.

5. More latitude should be available for elective classes for business education majors.

6. The curriculum should provide appropriate exposure of business education students to the teaching and learning needs of disadvantaged and handicapped students.

7. The curriculum should prepare business education students to conduct meaningful surveys of local community occupational needs related to business and office occupations and to conduct relevant follow-up studies of secondary school graduates to determine the appropriateness of the secondary curriculum for business and office occupations.

8. Although the individualized program through the WILKITS is impressive and has many strengths, many business education students feel the need for additional peer and professor interaction throughout the WILKITS process. Students report that the WILKITS work well for highly motivated students but are not totally effective for the students who tend to procrastinate or the ones who have poor study habits. If possible, some means should be provided to give students opportunities to discuss, in peer-group situations, the concepts and learnings covered by the WILKITS. In addition, some means should be provided, if possible, to make more faculty time available to discuss the concepts and learnings of the WILKITS with business education students.

9. Teaching loads of some business education faculty members are oftentimes unrealistic and should be reduced to give adequate preparation time and additional time for professional activities beyond teaching.

10. Credit for supervision of student teaching by business education faculty should be counted toward the total teaching load in the School of Business and Economics.

11. The business education faculty should participate more actively in consulting activities in business and industry as a means of keeping abreast of the changing world of work in business and industry.

12. The business education faculty should conduct more research and should publish more extensively than they presently do.

13. A higher level of travel support should be provided for the business education faculty so they can participate more actively in professional association activities.

14. Budgetary provisions should be such that the membership fees for selected faculty members should be paid so they can join and participate in International Word Processing and in the Administrative Management Society.

15. A thorough editing of the WILKITS is desirable. In numerous instances, business education students complain that appropriate rules of punctuation, grammar, spelling, word usage, etc., which students are taught in their business education courses are violated in the professor-prepared WILKITS. A sampling of the writing in the WILKITS verified students' comments, although in general the content of the WILKITS is excellent. One particular problem noted in the WILKIT is the presence of sexist language through widespread usage of the masculine gender.

ENGLISH

The Department of English is well organized and the potential for in-depth training for the English teaching major or minor is extensive. Faculty members who were interviewed were cooperative and helpful. The Department Chairman seemed to be genuinely interested in this evaluation and expressed a strong interest in suggestions for improvement.

COMMENDATIONS

1. The faculty has excellent academic background (17 of the 23 full time members hold the doctorate) and a reasonable balance of minorities and women.

2. Faculty members are concerned with teaching methods and are responsive to student needs.

3. Departmental self examination is evident.

4. The cooperation between the Department and the School of Education seems positive and well developed.

RECOMMENDATIONS

1. There is a strong need for additional faculty in the Department. The Fall faculty load is excessive (five courses per teacher) and needs attention.

2. Sabbaticals for department members should be encouraged so that new points of view might be explored with other members of the profession.

3. The relationship between faculty and administration and faculty and Board of Regents seems very strained. Faculty members seem very opposed to a proposed "merit pay system" and the "business manager" approach of the current administration. At the present time, this demoralization does not seem to have lapsed into the classroom, but a tremendous sense of tension is readily felt and could easily infect the learning process. Steps should be taken to analyze and correct this trauma as soon as possible.

COMMUNICATIONS

The Communications Department seems to be doing an excellent job of training students to become prospective teachers. There is a variety of experiences to help students determine whether they should enter the teaching profession. The forensics program is first rate and very skill oriented. The faculty has a commendable balance and a high level of expertise and commitment to the teaching program.

COMMENDATIONS

1. The department has adequately incorporated the criticisms of the 1976 evaluation visit. At that time it was observed that little internal evaluation was ongoing. This seems to have been corrected and the department seems to be very concerned with this aspect of development.

2. The facilities are excellent and are being used in a satisfactory manner.

3. The faculty is both student and skill oriented and department members seem to be very concerned with their teaching methods and responsibilities.

4. The faculty has excellent balance and are generally well prepared academically.

RECOMMENDATIONS

1. There is a strong need for additional faculty.

    a. In the area of oral communications, there is only one qualified faculty member to facilitate the offerings in Interpersonal Communications.

    b. With the present faculty, only eight sections of Principles of Public Speaking can be offered quarterly. It would seem that ten sections of this course would fill; students are being turned away each quarter.

    c. There is a need for at least a one-half time position in journalism.

2. There is a need for a revision of policy regarding off campus classes.

At present, the number of off campus classes is limited. This is a viable and excellent program and the offerings should be expanded.

3. Sabbaticals and application for NEH fellowships by department members should be strongly encouraged so that fresh points of view might be explored with other members of the profession.

THEATRE ARTS

The Theatre Arts Program is well organized and the opportunities for in-depth training for students in drama are extensive. The facilities are outstanding, the faculty members are both competent and concerned with public education, and the students (two interviewed) and area teachers (two interviewed) have very positive attitudes regarding the department, its goals, and the instruction being offered.

COMMENDATIONS

1. The Theatre Arts faculty were very honest and thorough in their self evaluation; in seven of the thirteen Standards weakness was perceived and acknowledged. Further, between the time of departmental evaluation and on-site visitation, a complete revision of the Theatre Arts Teaching Major was undertaken. Each of the seven areas of perceived weakness was diagnosed and positive steps were taken to strengthen these areas.

2. The Department is skill oriented. The courses will prepare prospective students in competencies applicable to the needs of public school students.

3. The cooperation between Theatre Arts faculty and public school teachers seems to be positive and well developed. This is an advantage in assessing department strengths and needs in the continuing development of the program.

4. The Theatre Arts Program is supported by excellent facilities and resources which are available to faculty and students.

5. The relationship between faculty and students is excellent. Students seem satisfied that faculty members are both available and willing to offer out-of-class assistance.

RECOMMENDATIONS

1. There is a need for the development of a children's theatre program in this department.

2. Sabbaticals for department members should be strongly encouraged so

that fresh points of view might be explored with other members of the profession.

3. There is a need for an additional faculty member. This would help in the development of a children's theatre program.

READING

The reading minor offers an instructional program which provides both a sound approach to developing skills in teaching reading and opportunity for practical application. There is also a firm commitment to the development of this program.

COMMENDATIONS

1. The instructional program provided through the Practicum Center is highly commended. The public school children will surely benefit from the individualized attention and for the reading intern the experience is invaluable.

2. The physical facilities ideally support the instructional program.

3. The intercommunity cooperation is especially evident and commendable. The positive relationships which have been developed between the college, the public schools, and the parent community are evidenced in the direct benefits an individual child may receive.

RECOMMENDATIONS

1. The description of the "Program in Reading and Learning Disabilities" needs revision and clarification. The asterisks applied to course numbers in the elementary and secondary concentrations lead to confusion.

2. While the "Practicum Center" program is particularly commendable, this program should be expanded. Consideration should be given to seeking public school support of the program whereby they would transport students in need of the specialized instruction to and from the Practicum Center at alternate times during the school day.

FOREIGN LANGUAGES

COMMENDATIONS

1. Recently the faculties of the Department of Foreign Languages and the School of Education have felt it appropriate to counsel certain students to compile a minor in a foreign language while earning their major in another field. This is partially a result of the quota given each state college and university, whereby only a certain number of foreign language teachers is to be trained. This awareness and respect for the fickle nature of supply and demand in the realm of foreign language teaching in the public schools is to be lauded. It will doubtlessly prevent numerous students from experiencing the post-college shock of a closed job market.

2. Members of the Foreign Languages departmental staff take a sincere personal interest in the progress and welfare of each prospective teacher. There appears to be frequent and intensive personal contact between instructor/advisor and student, which is especially reflected in the fact that each foreign language student teacher is visited as many as eight times during the practicum. This attests to the dedication shown students by their advisors.

3. Personal interviews conducted by the visiting team with individual students indicate that prospective teachers receive a great deal of positive reinforcement during the methodology course (340), as well as during their practicum. Students mentioned that they felt an increase in self-confidence and were quick to credit some of the improvement in their self-concept to the foreign language instructors in the 340 course.

4. Although its geographical position relative to other institutions of higher education has afforded Weber State College the opportunity to place its foreign language teacher applicants into most of the positions which have become available in the Weber and Davis School Districts, there is good reason to believe that those applicants could successfully compete in other areas of Utah or the nation for open teaching positions, thereby reflecting the high degree of proficiency of their training.

RECOMMENDATIONS

1. All prospective foreign language teachers should be required, before beginning their practicum, to take a conversation/interview examination, such as the test administered by the U. S. Foreign Service Institute (FSI), which is available in Provo, Utah. Although the foreign language instructors doubtlessly know their students on a very personal basis, it is nonetheless valuable to confirm a student's oral proficiency through a neutral evaluation, which can provide the student with an indication of his/her abilities as compared to others in his/her field throughout the United States.

2. All prospective foreign language teachers should be required, before beginning their practicum, to take a nationally recognized listening/reading/writing test in order to reaffirm the proficiency acquired in the French, German, or Spanish 304, 305, and 306 courses and to give the students the possibility of comparing themselves with other foreign language students and instructors nationwide. Some of the tests available are administered by the AATF, AATG, and the AATSP. Other tests are sponsored by the foreign governments such as the Zertifikat Deutsch als Fremdsprache offered by the Federal Republic of Germany (which is offered via the Brigham Young University in Provo, Utah, in cooperation with the West German Goethe Institut).

3. A French, German, or Spanish teaching major should require students to enroll in a course 302, Culture and Civilization, in their respective language, or the corresponding class available through the Department of History. Though such a course is usually recommended highly by foreign language instructors, its importance is at times disregarded by the students.

4. An annual foreign language fair/academic competition day should be sponsored by the Foreign Language Department, and possibly organized and directed by prospective secondary teachers. This would facilitate the application of numerous foreign language skills and allow Weber State College students a broad overview of pupils from public schools and the programs and ideas applied in the various secondary schools. Such activities would also allow pupils to test their skills against those of pupils from other junior high or high schools, as well as exhibiting to the pupils the relative strengths and advantages of the foreign language instruction and career opportunities available at Weber State College.

PHYSICAL EDUCATION

EVALUATION

1. In a brief session with approximately 24 students, they generally responded positively to:

   a. The field experience and other experiences in the communities like visits to handicapped centers, etc.

   b. The wide variety of sport and activity classes.

   c. Class size.

   d. The opportunity for some peer teaching.

   e. The physiology of exercise class. This class seemed to generate the most positive response when students were asked to identify the best class they have had.

   f. Faculty members being willing to take time with them.

2. The group of major students generally responded negatively to:

   a. Inadequate indoor gymnasium facilities. "How can Weber State College exist with only one gymnasium floor? Many high schools are better equipped."

   b. Dressing lockers in the men's dressing room are too small. It is next to impossible to get all of one's clothes into the locker.

   c. Due to the limitation of only one gymnasium, the scheduling of some classes restricts enrollment in other required classes outside of the HPERD Department.

   d. When instruction is occurring on the gymnasium floor and the two upper deck balconies at the same time, there is excessive noise interference with all three classes.

   e. There were some feelings in opposition to the uniform dress required of major students. (Note: Public schools have found

that the move towards every student doing their own thing, wearing their own thing, etc., has contributed in some ways to a loss of a sense of community. Prospective teachers when in the public schools, later as the teacher, may find some uniformity of dress helpful. There is a definite move to require more uniformity of dress in many public schools.)

COMMENDATIONS

1. Current department efforts to prepare a detailed analysis of each course, including an evaluation approach to verify prospective teacher acquisition for the competencies, should receive high priority. This effort within the department to "clean up" their course offerings is commendable.

2. Weber State's contribution in preparing physical education generalists for the public schools is a significant contribution.

3. The physical education classes for elementary school teachers are a helpful and valuable contribution in the elementary teacher preparation programs.

RECOMMENDATIONS

1. Introduction to physical education should include references to history, movements, leaders, programs, etc., but also the course should introduce freshmen students as to who is who and what they do on the staff of the HPER department. A team approach may be helpful.

2. Department efforts and plans to give more attention to biomechanics through restructuring the required human anatomy and kinesiology classes should be actively pursued. The perceived lack of preparation in nutrition and weight control, particularly as it relates to health and fitness, may logically and easily be solved by requiring the Fitness for Life course. The credit hours saved through restructuring the human anatomy and kinesiology classes could be allocated to Fitness for Life or a similar wellness-like class. This suggestion has added merit inasmuch as in a recent survey (Spring 1980) of over 1,400 high school students, physical fitness related classes received the highest interest responses, even higher than classes in traditional team sports from students.

3. Theory, practice, programs, and instructional approaches dealing with basic motor learning and the guided discovery approach to

movement education should become the foundation of all prospective teachers in this area.

Continuing the practice of graduating physical education majors and minors without the basic building blocks of movement and motor-learning is not too dissimilar to trying to teach Language Arts without the alphabet or mathematics without the numbers. Physical education's base and foundation is more than organized sports and games. Yet, too often teacher preparation programs focus such a large share of a prospective teacher's time on specific sports and games that they fail to build the foundation for efficient, graceful, satisfying, healthful and expressive movement. This is particularly true of secondary preparation programs. It may be wise to consider including at least one elementary physical education class in the secondary major for this purpose.

4. The department should consider a change of title for PE 353, Athletic Training. Comments in other sections of the self-evaluation suggest that this class is aimed at more than just athletic injuries per se. A title that implies such things as prevention, care, treatment and legal implications of sports injuries would be preferable. Sometimes the class titles reinforce a subtle suggestion that the physical education major is concerned with athletics rather than suggesting a broader view of physical education.

5. Assessment procedures to ensure or verify the acquisition of competencies should be developed.

6. Efforts to help prepare prospective teachers in the areas of student motivation and discipline should receive priority throughout the major. Prospective teachers also need to recognize, learn and practice positive human relationship skills. Hopefully, the HPERD staff members set examples in these areas worth emulating by their students.

7. In the future, more time and attention may well be given to the sociological and psychological contributions of physical activity, sports, recreation and dance. Whether or not the separate classes listed become the vehicle or such concepts and content are integrated into multiple classes in the major will be for the department to decide.

8. Some formal system of follow-up of graduates is recommended so that the consumer (student) might make contributions for future improvements of major and minor preparation programs.

9. Programs that give freshmen, sophomore, juniors, and seniors some exposure to and experience in public schools is recommended. Waiting until the junior year for the field experience is too late of a beginning. While the field experience is a positive experience in the minds of major students, earlier experiences are needed as well.

10. Prospective teachers should become fully aware of and familiar with the Utah State Course of Study for Secondary School Physical Education and the accompanying resource file approach while in their preparation program.

11. There is an urgent need to add indoor courts and instructional spaces for the school's physical education program. Students, both physical education majors as well as the general studentbody have little, if any, opportunity for personal or small group activity or play. The institution "urgently" needs several additional indoor teaching stations which can also serve as student recreational areas.

12. The HPERD Department should consider creating another preparation track for K-12 certification in physical education. This could be done without adding new courses or staff. For teachers who do not plan to coach, the current major program might be modified to include classes aimed at acquiring the elementary physical education certification competencies while dropping classes primarily aimed at coaching and athletics. The common core of professional classes might well remain the same.

HEALTH EDUCATION

RECOMMENDATIONS

1. Emphasis and focus in the drug abuse course should be primarily aimed at prevention. The title of the class, in and of itself, communicates a study of drug abuse not drug abuse prevention. To fulfill Utah school law in the preparation of teachers in addition to other things, this class needs to focus on: (a) harmful effects, (b) exposure of misleading and deceptive promotion, and (c) prevention. Students electing Health 101 or 103 for their required 100 series health class will miss the emphasis on drug problems given in 102. Reference to state and local law may be as important or more important than federal laws relating to substances control. Consideration of local and state laws should be included.

   Inasmuch as the self-study omits reference to any objectives and/or content, the understanding of physical and emotional aspects of sex is a question mark.

2. Teaching strategies which extend far beyond lecturing should be employed regularly in the health education preparation program. Prospective teachers need examples and involvement in a diversity of teaching techniques which involve students in an active, participatory role.

3. The human sexuality area needs to be completed. Such should be done taking into account the State Board of Education and the State Course of Study and Textbook Commission guidelines referencing instruction dealing with maturation, growth, sexuality, family life, etc.

4. The self-evaluation committee recommendation that basic life emergency medical practices such as CPR, Heimlich Maneuver, etc., should receive more attention if appropriate.

5. Prospective teachers should become fully aware of and familiar with Utah State Office of Education courses of study, resource file teaching aids, and special health programs, i.e., Inside/Out, The Inside Story with Mr. Slim Goodbody, On the Level, etc. This will help prospective teachers when they reach the public school classroom.

COACHING

EVALUATION

1. Assessment of competency acquisition is missing in the Standards.

2. Proposed plans to include more biomechanical analysis of performance may be helpful.

3. It is questionable if the program teaches the basic foundation of motor learning and movement education.

4. Observable objectives are stated clearly for this minor.

5. Whereas reference is made to the need for males who are prospective coaches to understand the physical, emotional, psychological, etc., need of female athletes, the same is true for women prospective coaches about boys.

6. If the junior year field experience is limited to coaching athletics at a secondary school, are they failing to let the prospective teacher and coach see the bigger picture of physical education? There are too many graduates with B.S. degrees who are excited to coach and almost disinterested in daily classroom teaching.

INSTRUCTIONAL MEDIA

EVALUATION

A conscientious effort has been made to accurately report the experiences the student will have in acquiring a minor in instructional media via the WILKIT format. The number of students involved in the program is small and there appears to be no systematic approach to recruitment.

The analysis of the standards and the way they are supported by the respective WILKITS are also accurately reported in the self-study, e.g., omissions as stated for Standard IX.

The instructional media program emphasizes a pragmatic approach to administering a school library media program. The degree to which theoretical background is provided is not easily ascertained; for example, theories on collection development and background on basic principles of selection and collection development are not precisely referred to in the subject WILKIT. It is anticipated that discussion of theoretical data takes place between the instructor and the student. The provision of theoretical background appropriate to the various aspects of media center operations is essential to the development of individual philosophies.

COMMENDATIONS

1. All staff members responsible for implementing the instructional program exhibit conscientious attitudes toward their responsibilities and toward providing meaningful learning experiences for their students. Students interviewed reported that their instructors are easily approached. Generally, the instructors appear to be sincere in their efforts to improve the effectiveness of the instructional media program by conducting seminars, updating sources, etc.

2. The physical facilities, e.g., the College Library Children's and Young Adult Collections, the Curriculum Materials Center, production laboratory, etc., are conducive to learning in that materials are available and the atmosphere is aesthetically inviting.

3. The general content of the WILKITS (although there are some serious omissions--see recommendations) addresses the information essential to administering a school library media program. The flexibility

whereby the WILKITS are supplemented by seminars, e.g., Reading Guidance, Oral Interpretation, etc., is both essential and reflective of the faculty's awareness that group interaction is mandatory to accomplish learning objectives.

RECOMMENDATIONS

The recommendations made in the self-study should be given immediate consideration. Some of the statements which follow will reflect these recommendations, and naturally others will extend into different areas.

1. There needs to be some consideration devoted to providing some visibility for the instructional media minor program. A beginning could be made by identifying a contact person as the "Coordinator of the IM Minor." To refer students who are interested in an educational program to the Curriculum Materials Center (CMC) Director who administers a service program seems ill-advised. Even though the CMC Director appears to be quite conscientious about executing his/her duties, the role with respect to the educational programs needs to be more identifiable.

2. There should be a concise statement of program goals for the IM minor. These statements should reflect the competencies needed by graduates of the program and would provide a basis for review and/or revision of the program.

3. Theoretical background should be provided wherever necessary for the purpose of improving the student's decision-making skills.

4. With regard to the evaluation and selection WILKIT, there needs to be increased emphasis on (a) selection principles, (b) the development of materials selection policies, and (c) the issues associated with infringements on intellectual freedom. The documents: "The Student's Right to Read," ALA's statements on intellectual freedom, labeling, and the "Bill of Rights for School Library Media Programs" should be included for study and interpretation.

5. Guidance in the development of educational specifications should be provided.

6. A unit of instruction should be added which details how to design and implement a program wherein information retrieval skills are taught cooperatively by the media specialist and classroom teacher.

7. Bibliographies and mediagraphies in the WILKITS need to be updated; e.g., users of W93 could benefit from the addition of Betty Martin and Ben Carson's Principal's Handbook on the School Library Media Center; Ruth Davies' School Library Media Program (Third edition) should be added to W90.

8. A unit of instruction should be prepared which is devoted to the development of public relations (PR) programs emphasizing how they are used to interpret the media center program to the total school community.

9. The cataloging course should be modified so that some time for discussion about the way cataloging is modified to reflect the school curriculum is provided.

10. The description of the practicum would be strengthened by including a list of specific activities and experiences in which the practicum student should be engaged. The two-hour per day (or its equivalent for the quarter) time schedule should be maintained and used for the practicum experience only. Additional seminar time for other courses should be scheduled over and above the time scheduled for the practicum.

11. Extended time (one hour per week is not adequate) should be found for the seminars in Oral Interpretation and Reading Guidance.

12. Efforts need to be made to include references to serving handicapped students where appropriate. Compliance with PL 94-142 has many ramifications for the school library media program.

MATHEMATICS

EVALUATION

The Mathematics Department has adequate facilities. Faculty members are competent and give teacher candidates a good background in mathematics. The student interviews indicate that the students feel good about the instruction they are receiving.

Members of the faculty of the Math Department are cooperative and work well with the faculty of the School of Education.

Students indicate that they have good rapport with the Math Department faculty. The assistance given to the student teacher during the field experience is perceived as being helpful and positive. Students completing the program report that they feel prepared to assume the role of a high school mathematics teacher in the public schools.

COMMENDATIONS

1. Faculty members of the Math Department work cooperatively with the faculty in the Secondary Education Department.

2. The math program for prospective teacher candidates is adequate and seems to satisfy their needs.

3. Staff members exhibit a helpful attitude and assist students, collectively and individually, in their pursuit of mathematics concepts.

4. Members of the Math Department are well prepared academically.

5. The Math Lab contains a reservoir of materials that can be used to provide a good foundation for students preparing to teach mathematics in the public schools.

RECOMMENDATIONS

1. There is a need to continue to develop a program that will enhance the material needed to teach students math in the new middle school mode.

2. Communication between the Math Department and the Science Department should be strengthened to assure that students will receive a good math/science background.

3. The Chairman of the Math Department should sit on the Teacher Education Council which meets frequently and correlates the academic preparation an academic major receives.

4. Activities should be continued which assist teacher candidates to obtain a good understanding of the metric system and help them prepare meaningful activities which they can use to teach metric concepts to public school students.

5. Teacher candidates should be given an overview of the recently-developed State Curriculum Guide Program to help them develop some expertise in using the system in their public school teaching.

SCIENCE

COMMENDATIONS

1. The facilities are adequate and offer both lecture and labs for a good balanced science program.

2. Staff members are qualified and willing to cooperate with personnel in the School of Education.

3. Faculty members in the Department who have had public school experience enhance the educational opportunity of the teacher candidate.

4. Students enjoy field related experiences prior to student teaching.

RECOMMENDATIONS

1. Students should have a good subject matter background as prerequisite to the composite science methods course.

2. Prospective science teachers should be actively recruited and encouraged to gain a broad-based understanding of science.

3. Members of the science faculty should be assigned to supervise student teachers in the area of science teaching. The science methods instructor could provide excellent follow through.

4. The student teaching experience should include a seminar where students could exchange ideas weekly.

5. The teacher preparation schedule should include a seminar/course in the specifics of how to teach science in the school classroom.

6. The methods seminar for science teacher candidates should include instruction on the State Science Curriculum Guide and Resource File and how to use this material in the school classroom.

7. A philosophy of education, the aims and goals of education, should be incorporated into the educational process. This would assist students in an understanding of what and why science is taught in the schools.

8. A semi-annual meeting of science professors working with students enrolled in the secondary education should be held to correlate work with the School of Education.

9. The Science Department should be represented on the Teacher Education Council. The Council should meet frequently and correlate the academic preparation of teacher candidates.

RESOURCE TEACHER

EVALUATION

The Standards analysis contained in the self-study report are correlated to the Standards for the Special Education Resource Endorsement (adopted May 16, 1980) from the Utah State Office of Education, rather than to the NASDTEC Standards. This evaluation is keyed to the NASDTEC Standards.

1. Vita for staff does not show anyone with special education certification or experience. It is neither desirable nor possible to prepare students for teaching positions in special education if staff has had neither experience nor adequate education in this area.

2. Some courses have not been through the complete approval process. Since they are still tentative, the total program is also somewhat in question.

COMMENDATIONS

1. Many activities assure close cooperation with parents and school personnel. Students felt the emphasis in this area enabled them to grow professionally and personally.

2. The reading laboratory is an outstanding facility and provides an excellent experience for students in a well-supervised setting.

3. An excellent staff have built a strong relationship with current students and recent graduates. The rapport is tremendous. Everyone is comfortable; this provides a strong support system.

RECOMMENDATIONS

1. Resource teachers in Utah schools are expected to work with at least three types of exceptionality. However, most of the diagnostic procedures in the Weber State Program and all of the prescriptive procedures are restricted to reading, usually in the area of remedial or diagnostic reading. Other academic areas must be included in an expanded program so that graduates are certifiable.

2. Learning modes and compensatory skills should be emphasized, especially at the secondary education level.

3. There is evidence that behavioral control techniques are taught, but little actual experience is provided with groups of children. Such experiences should be expanded.

4. While much is being accomplished in the reading lab, children being tutored, however, should represent a wider range of exceptionalities to insure a broad training program.

5. There is little evidence that students are aware of professional groups such as the Council for Exceptional Children and its divisions, or of parent organizations, including the Utah Association for Retarded Citizens and the Utah Association for Children and Adults with Learning Disabilities. Representatives of these groups should be invited to speak at seminars to acquaint students with their goals and contributions to the education of exceptional students.

6. Other professionals, including school social workers, guidance counselors and school psychologists should be invited to discuss their professional roles at seminars.

7. The K-12 curriculum for exceptional children continues to grow; new methods and materials are being developed constantly; students will need to be well educated and current as they move into a professional assignment, which will most likely be with children with a wide range of disabilities.

8. The course on exceptional children should be mandated for all elementary and secondary teacher candidates.

9. There is need for additional help in the learning laboratory. Graduate assistance with experience and resource settings would add a strong component to this excellent facility.

10. Assistance from the Special Education staff in the Utah State Office of Education would be very helpful. Teachers preparing for resource certification need to be aware of the state and federal rules and regulations pertaining to handicapped children, and of the resources available to help them comply with the law.

11. In the WILKIT on Classroom Management, mention is made of the certificate of completion. A recent decision by the State Board of Education has eliminated the certificate. All students completing an approved program or IEP receive a diploma. The information in the WILKIT should be updated.

SOCIAL STUDIES

COMMENDATIONS

1. There is an informal feeling of cooperation that permeates the total campus. There is evidence of cooperation within the department and with other schools of the college.

2. The program seems to be one that is willing to accept change.

3. There is evidence of very excellent teaching in academic areas as well as in teacher education.

4. Facilities in the Education Building and the Social Science Building are excellent.

5. The quality of students retained in the program seemed to be excellent.

6. The cooperation between the teachers of social studies methods at the elementary and the secondary level is commended.

7. The course in Methods of Teaching Social Studies at the secondary level is an important addition since the last evaluation. The use of the new state guide in social studies in this class is commended. The various departments need to be made aware of and copies made available in the School of Social Sciences.

RECOMMENDATIONS

1. The various departments in the School of Social Science need to be made aware of the new state curriculum guide and resource file in social studies.

2. There needs to be continued communication between education and the disciplines to allow:

   a. Guiding students into proper major and minor groupings that are saleable.

   b. Providing greater exposure for students and perhaps lead to inter-disciplinary or cross department teaching.

3. Faculty need time to upgrade and write WILKITS. There needs to be a time management study done or administration needs to schedule teachers so that there is time for all of the components of this individualized program to work.

4. There needs to be more performance assessment of students after graduation.

5. Some staff members felt they were not involved enough in the operational aspects of the program and that many simple problems could be solved with more faculty input.